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The Influence of Media Type on Sexually Impositional Behavior

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THE INFLUENCE OF MEDIA TYPE ON SEXUALLY IMPOSITIONAL BEHAVIOR

by

Sheila A. Mulligan Rauch

Master of Arts, University of North Dakota, 1997

A Dissertation

Submitted to the Graduate Faculty

Of the

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In partial fulfillment of the requirements

For the degree of

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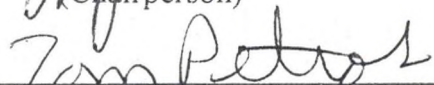
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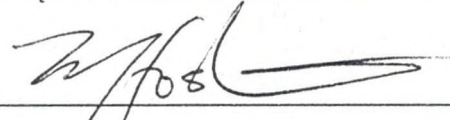
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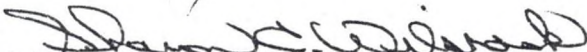
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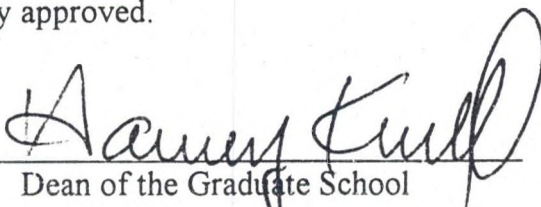








This dissertation meets the standards for appearance, conforms to the style and format requirements for the Graduate School of the University of North Dakota, and is hereby approved.


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ABSTRACT

Sexual aggression and rape are pervasive and serious problems in the United States. One factor which has been associated with sexual aggression and rape is the perpetrator's use of sexually explicit material, especially sexually violent pornography. The current study examined the effect of exposure to different types of media depictions, including sexually violent, violent, sexual, and general arousing conditions on men's expression of sexually impositional behavior toward women using a laboratory analogue. Participants viewed one of four, 45 minute clips from the above categories. Then, they chose one of four short clips (negatively arousing, sexual clip; a negatively arousing, nonsexual clip; a positively arousing, sexual clip; or a positively arousing, nonsexual clip) to show to a female confederate. Following this clip, they showed each of the four clips to the female confederate for a length which they determined. Logistic regression analyses do not support the hypothesis that exposure to 45 minutes of a single instance of a particular media type affects clip choice. Multiple regression analyses find no significant effect of media type exposure on clip length. Thus, the current study does not provide support for the hypothesis that exposure to sexually violent media affects sexually impositional behavior in men. However, the current study does provide support for the validity of this analogue while also suggesting directions for continued refinement of the procedure.

INTRODUCTION

The sexual victimization of women is one of the most pervasive and serious problems in the United States. The current review focuses on two forms of victimization: sexual aggression and rape. Sexual aggression includes any nonconsensual sexual contact which is forced upon a person whether through the threat of physical violence, physical violence, mental coercion, or when the victim is unable to give consent (Hall, Hirschman, and Oliver, 1994; Gray, Lesser, Rebach, Hooks, & Bounds, 1988). By this definition, rape is a specific type of sexual aggression in which nonconsensual intercourse is obtained through the threat of violence, violence, mental coercion, or when the victim is unable to give consent due to drug or alcohol intoxication. National statistics on rape incidence from the Federal Bureau of Investigation indicate that 130,000 adult women were the victims of forcible rape in 1990 (FBI, 1991). However, these estimates are often considered conservative since they are compiled through police departments records which only include reported rapes.

Many researchers have found a much higher incidence of rape when obtaining self-report data from women in the community. Kilpatrick, Edmunds, and Seymour (1992) conducted a national survey of 4008 adult women and reported that 13 percent of this sample were victims of at least one completed forcible rape in their lifetime and that 0.7 percent of this sample were victims of forcible rape in the last year. From this data

Kilpatrick et al. estimated that 12.1 million women would be victims of forcible rape during their lifetimes, and at least 683,000 adult women are forcibly raped every year in the United States.

Of adult women, those between the ages of 18 and 24 are at greatest risk of being raped (Kilpatrick et al., 1992), suggesting that college women comprise a high-risk group. Ward, Chapman, Cohn, White, and Williams (1991) estimated that 34% of women at a Northeastern United States university had experienced unwanted sexual contact within the last year with 20 percent experiencing attempted intercourse and 10 percent experiencing completed intercourse. Abbey, Ross, McDuffie, and McAuslan (1996) found even higher incidence rates at an urban American university where 59 percent of women had experienced some form of unwanted sexual contact while 23 percent experienced completed rape. These higher incidence rates may be at least partially due to the lack of a time restriction on when the sexual aggression occurred.

Most rapes and attempted rapes are perpetrated by someone acquainted with the victim with rates as high as 80% of completed rapes occurring between acquaintances (Kilpatrick et al., 1992; Parrot & Bechhofer, 1991; Ward, et al., 1991). The term acquaintance rape has been used to describe nonconsensual sex between people who know each other through a variety of different relationships. These relationships can be close or remote as long as the victim recognizes her attacker and has interacted with him on previous occasions. Date rape is a specific type of acquaintance rape in which the victim and perpetrator are on a date when the nonconsensual sex occurs.

According to self-report data obtained from male college students, the use of psychological or physical coercion to obtain sex is pervasive in the college population. Koss and Gaines (1993) found that 19% of college men had perpetrated unwanted sexual contact and coercion while another 6% had attempted or completed unwanted intercourse through threat of physical violence, physical violence, psychological coercion, or using drugs or alcohol to impair a woman's judgment. Malamuth, Sockloskie, Koss, and Tanka (1991) reported that between 15% and 25% of male college students report having engaged in some level of sexual aggression. Another survey of male college students found that 57.3% of men admitted to proceeding with some form of sexual contact against a woman's wishes at some point in high school or college with 7.1% of men admitting to completed rape (Muehlenhard & Linton, 1987). These estimates are often considered conservative since many men may be underreporting their experience with sexual aggression and coercion in order to present themselves in a more positive light.

Sociocultural Models of Sexual Aggression

These high incidence and perpetrator reporting rates suggest that sexual aggression and even rape are in the behavioral repertoire of a significant portion of the male population, rather than being perpetrated by a pathological few. According to these data, sexual aggression and rape frequently occur in the context of dating and other male-female relationships. As a result, many researchers have recently begun to conceptualize sexual aggression from a sociocultural perspective. According to this perspective, rape --

though an extreme form of behavior -- is still conceptualized as part of the same continuum as other more "normal" male sexual behaviors (e.g., consensual sex, repeated asking, etc.). Sexually aggressive behaviors are theorized to be reinforced by society through cultural values, sex role socialization, and attitudes toward women. This change in focus has led to a decrease in research on incarcerated rapists and an increase in research with samples of men from the general community and college populations (Check & Malamuth, 1985; Hall, Hirschman, & Oliver, 1994).

Malamuth, Sockloskie, Koss, and Tanaka (1991) found empirical support for a sociocultural model of sexual aggression. Structural equation modeling was used to examine the characteristics of college men ($N = 2652$) who aggressed either sexually or nonsexually against women. According to their model, children who are exposed to high levels of hostility are more likely to become involved in delinquent behaviors which when combined with hostile attitudes and personality leads to more experience with aggressive behavior. Together, these factors lead to more coercive sexual and nonsexual interactions, particularly towards women, and sexual promiscuity which, when combined with hostility, leads to sexual aggression.

A ten-year longitudinal study conducted by Malamuth, Linz, Heavey, Barnes, and Acker (1995) replicated and refined this sociocultural model of the development of sexual aggression towards women. The two factors found to contribute the most to the prediction of adult sexually aggressive behavior were hostile masculinity and promiscuous-impersonal sex. In this study, adult sexually aggressive behavior was

measured by self-report and included the use of coercion or physical force to obtain sexual gratification. Hostile masculinity includes an “insecure, defensive, hypersensitive style, and hostile- distrustful orientation” toward women and a tendency to obtain gratification from dominating and controlling women (p.354). Promiscuous- impersonal sex describes a game playing attitude toward sex and frequent involvement in sex without closeness or commitment. Malamuth et al. demonstrated that early hostile masculinity and promiscuous-impersonal sex significantly predicted later sexual aggression and more general conflict (e.g., violence within romantic relationships, divorce, etc.) with women in later life. While the confluence of these factors was the best predictor of sexual aggression, men who had reported attitudes of hostile masculinity or impersonal sex alone also reported higher rates of sexual aggression. Malamuth and colleagues suggest that examination of changes in attitudes toward women, especially when these changes are negative, may provide insight into the development of these hostile and promiscuous attitudes which are associated with future sexually aggressive behaviors.

Truman, Tokar, and Fischer (1996) further supported the influence of these risk factors for sexual aggression. They found that negative attitudes toward feminism or the belief that women should be subordinate to men were predictive of date rape supportive attitudes. Further, those men who reported viewing relationships from the perspective of attaining power and status endorsed more adversarial sexual beliefs, and men’s endorsement of antifemininity was predictive of acceptance of interpersonal violence. However, all of the measures used to examine these attitudes have considerable overlap

in content. In effect, all of these measures attempt to determine men's level of empathy with women; those men who endorse negative attitudes toward women are considered less empathetic toward women. In the extreme, this lack of empathy can take the form of hypermasculinity which, as previously discussed, has been connected to sexual aggression. Thus, the men who are unable to empathize with women may be more able to have the emotional distance necessary which could allow them to aggress toward women. The finding that the degree of endorsement of one aspect of hypermasculinity-- the idea that men need to appear strong and independent-- was predictive of a reported history of sexual coercion. This finding supports the theory that hypermasculine men may be more likely to aggress toward women. In summary, endorsement of traditionally masculine gender roles appears predictive of rape supportive attitudes and a reported history of sexual coercion.

Using structural equation modeling to examine factors related to sexual aggression among a sample of college men ($N = 323$), Dean and Malamuth (1997) expanded this theory by adding a risk factor of imagined sexual aggression and a moderating factor between the risk factors and the occurrence of sexually aggressive behavior. They suggested that those men who have high levels of imagined sexual aggression may have other personality characteristics which have tended to prevent them from sexually aggressing, but that these men are at risk for perpetrating sexual aggression if given the right circumstances. The moderating factor was the extent to which men's personalities were "self-centered rather than sensitive to others' needs" (p.449). Those

men who had high levels of imagined sexual aggression and who had more self-centered personality styles were more likely to sexually aggress toward women than those men who had a more empathetic personality style. Thus, those men who are sensitive to others may be more able to postpone gratification when their partners are not interested in sexual activity rather than sexually aggressing to fulfill their needs.

Sociocultural models of sexual aggression have included many possible risk factors of sexual aggression all of which are related to events influenced by social and cultural norms regarding the treatment of and attitudes toward women. In the proposed study, however, discussion will be limited to two such factors: attraction to sexual aggression and sexually oriented media (e.g. pornography).

Attraction to Sexual Aggression

The concept of attraction to sexual aggression is used by Malamuth to refer to a person's "belief that aggressing sexually is likely to be a sexually arousing experience, both to aggressors and victims" (Malamuth, 1989a, p.30). Malamuth proposed that in order to obtain the most accurate prediction of future sexually aggressive behaviors researchers must measure two components: a person's attraction to sexual aggression or the belief that sexual coercion can be arousing, and actual past sexually coercive behavior. Malamuth developed the Attraction to Sexual Aggression scale (ASA) to identify those men who find sexual coercion sexually arousing beyond that which would occur with a willing partner (Malamuth, 1989a; Malamuth, 1989b). This scale merely

measures a relative likelihood to sexually aggress under conditions which may or may not occur. Malamuth reports high internal consistency, alpha coefficient = .88. Item-total correlations ranged from .41 to .71 with a mean of .42 (Malamuth, 1989b).

Malamuth (1989a) found that men scoring high on the ASA also held more rape supportive beliefs as measured by a composite attitude toward women scale made up of scores from the Rape Myth Acceptance (RMA) scale, the Acceptance of Interpersonal Violence (AIV) scale, and the Adversarial Sexual Beliefs scale (ASB) (Burt, 1980; Malamuth, 1989a). Also, the ASA scores were correlated with a measure of perceptions of a rape victim's experience obtained by subtracting perceptions of the victim's pain and trauma from perceptions of the victim's pleasure and willingness. Therefore, men scoring higher on ASA perceived a rape victim's experience as more positive than men scoring lower on ASA.

In order to determine whether ASA could be used to discriminate among men who have not previously displayed sexually aggressive behavior by identifying those men who are at higher risk of sexually aggressing in the future, Malamuth (1989b) categorized men into low and high sexual aggression (SA) groups based on their scores on the Sexual Experiences Survey (Koss and Oros, 1982) which measures the extent of past sexually coercive behaviors. Within the low SA group the men were further divided into three groups based on ASA scores. These groups were then compared on five different measures: Attitude Composite, Hostility Toward Women, Psychoticism, Dominance, and sex experience. The pattern of results demonstrated that as men in the low SA group

score higher on ASA, they are more similar to men high in SA. Further, data demonstrated that men low in SA but high on ASA report lower levels of sexual experiences. Therefore, although these men demonstrate attitudes which suggest elevated risk of committing sexual aggression in the future, their general lack of sexual experiences may have inhibited or limited opportunities for them to behave in an aggressive manner.

Sexually-Oriented Media

Virtually all of the research pertinent to this topic has focused on the relationships between sexual aggression and pornographic media (e.g. X-rated movies, adult magazines) or more mainstream, sexually-oriented movies (e.g. movies rated R, NC-17, or not rated). Three different types of studies have examined these relationships: a) community-based studies looking at the association between the availability of pornography and the rate of reported sex crimes, b) laboratory-based studies of the effects of past exposure or controlled exposure to sexually-oriented media on attitudes toward women scales, and c) laboratory-based studies investigating the effects of past exposure or controlled exposure to sexually-oriented media on actual behaviors.

Studies examining the relationship between population pornography availability rates and crime rates have been equivocal. Kutchinsky (1991) examined whether changes in sex crime rates compared to nonsexual violent crime rates coincided with the appearance and increasing availability of hard-core pornography in four countries,

Denmark, Sweden, West Germany, and the United States. Specifically, Kutchinsky examined whether the incidence of rape increased as the availability of hard-core pornography increased due to legalization or changes in availability from 1964 to 1984. Kutchinsky concluded that rape did not increase more than nonsexual violent crimes in any of these four countries. However, there are problems with this study. First, no data were collected concerning the availability and use of different types of pornography. Therefore, potential differences between types of pornography could not be examined. A second concern involves the isolation of rape as an index of sexual aggression. Many other forms of sexual aggression could also be considered. For instance, much of what is considered domestic abuse might also be categorized as sexual aggression, such as violence used to obtain sexual contact with a spouse. Finally, the study provided no data on the actual changes in availability of pornography during these times. The assumption that availability of pornography in each of these countries increased between 1964 and 1984 may be true, but Kutchinsky provides no statistical evidence of the quantitative differences in pornography availability.

Using a more comprehensive and thorough design, Baron and Straus (1984) correlated a Sex Magazine Circulation Index (SMCI) (which included the rates of circulation per 100,000 people of several well known pornographic magazines, including Playboy, Chic, Club, Forum, Gallery, Genesis, Hustler, and Oui) with the FBI Uniform Crime Reports (UCR) incidence of rape for each of the fifty states while controlling for percentage urban, racial composition, average income, and average age. Further, they

controlled for the sex ratio of the 15-24 year old age group. All controls were instituted in order to avoid spurious correlations with variables which are known to be related to the incidence of rape at the individual level. Although Baron and Straus found large variations between states, overall, a significant correlation was found between SMCI and rape incidence ($r=.63$) while SMCI and nonsexual violent crime rates had low correlations ($r = .16$ to $.24$). These correlations were replicated on the next year's UCR data. Although a causal connection cannot be established with this correlational method, the high correlation between the circulation of pornographic magazines and incidence of rape does raise concern and supports the need for closer examination of this relationship.

Using a similar method and focusing only on metropolitan areas, Gentry (1991) found no significant correlations between the circulation of Playboy, Penthouse, and Forum and the FBI Uniform Crime Reports rape incidence rate. However, Gentry included a smaller number of pornographic magazines in the circulation index.

Although the findings of macrolevel population-based studies comparing the availability of pornographic material to rape rates are equivocal (Bauserman, 1996), the multitude of methodological problems inherent in these studies suggests that the association between the availability of pornography and sexual aggression deserves further examination.

Another type of methodology examines the effects of past exposure or controlled exposure to sexually-oriented media on attitudes toward women. Padgett, Brislin-Slutz, and Neal (1989) described a series of studies investigating the correlation between

attitudes toward women (assessed by a composite of several existing attitude toward women scales, including Sex Role Stereotyping scale, Rape Myth Acceptance scale, etc.) and number of hours of pornography viewing in both a sample of college students and a sample of adult movie theater patrons. Attitudes toward women were not significantly correlated with the amount of pornography viewed. However, Padgett et al. contend that since this study did not control for the violence depicted in the pornography viewed, there may be attitudinal changes associated with viewing a specific type of pornography (e.g. sexually violent pornography or pornography which depicts condescending attitudes toward women). In addition, one can question the veracity of self-reported attitudes toward women and the amount of pornography viewed due to the tendency for people to underreport behaviors inconsistent with societal expectations. Despite these caveats, it is important to note that no significant correlation was found in two samples: college men and adult movie theater patrons.

Malamuth and Check (1981) explored male attitude change after exposure to two full length films which were either sexually violent or control movies. The participants watched these films on two separate nights. Results indicated that participants who had watched the sexually violent movies increased their acceptance of interpersonal violence against women and rape myth acceptance over the baseline measures which were gathered several days before watching the movies.

In a similar study, Malamuth and Check (1985) examined changes in college men's rape myth acceptance after exposure to one of eight pornographic stories which

varied along the dimensions of consent (woman's consent vs. nonconsent), pain (woman's pain vs. no pain), and outcome (woman's arousal vs. disgust). After listening to one of these stories, the participant listened to another pornographic story depicting either consenting or nonconsenting sex. Participants who had previously heard the nonconsenting depiction in which the woman became aroused perceived more victim pleasure in the second nonconsenting story than those participants who had previously heard the nonconsenting woman's disgust condition. Further, those men exposed to the nonconsenting arousal condition in part one of the study also reported that a greater percentage of women would enjoy being raped and enjoy being forced to do something sexual than men who were exposed to the nonconsenting woman's disgust condition. These data support the theory that exposure to pornography which is supportive of rape myths may lead to increased acceptance of these rape myths and contribute to a lack of victim empathy and sexual aggression.

In a study examining the effects of brief exposure (2 sessions lasting an average of 7 minutes each) to egalitarian, sexist, and aggressive sexual videos, Bauserman (1998) found that the type of scene viewed had no significant effect on attitudes toward women. However, some significant problems are apparent with this design. First, the exposure is so brief that little change can be expected. Further, the fact that each session was separated by at least one week might further dilute any more temporary attitude changes which may occur during sessions. Also, the men watched the scenes and filled out the questionnaires in a room with up to 20 other men who were also participating. Within this

social context, the men may look to the group to gauge their reactions to the films. Given that the men would want to depict themselves in a socially acceptable way, they may be less likely to report unpleasant attitudes in this context.

No relationship was found between the number of videos rented per year and reported attitudes toward violence against women in a survey of 202 men who were adult video store patrons (Davies, 1997). However, these men were only compared to other patrons and not a control or non-patron sample. Further, only rental records were compared while the establishment that these men patronized also allowed for the purchase of pornography. Also, no attempt was made to determine what types of movies were rented (ex. Violent or sexually violent).

Demare, Briere, and Lips (1988) used discriminant function analysis to determine whether the pornography viewing patterns of a group of male undergraduates were associated with their likelihood of using force and likelihood of raping if they were guaranteed not to be caught. While assessing pornography viewing patterns during the past year, these undergraduates were also asked about how often they had viewed pornography depicting certain types of sexual interactions which were then categorized into sexually violent pornography, violent pornography, and nonviolent pornography. Sexually violent pornography was defined as sexual interactions in which a man forces a woman to perform a sexual act, and/or rapes a woman. Violent pornography was defined as depicting bondage of women, torture and mutilation of women, and/or whipping, spanking, or beating of women. Finally, nonviolent pornography was defined as

depicting mutually consenting sex between a man and a woman not containing any of the previously mentioned themes.

The men were categorized into three groups based on their responses to two questions: their likelihood of raping a woman and their likelihood of forcing a woman to do something sexual she did not want to do. In responding to both questions, men were to assume that no one would know and that they would not be punished in any way for their actions. The first group included those men indicating no future likelihood of force or rape. The second group included those men with some future likelihood of force but not rape. The third group included those men with some future likelihood of force and rape (Demare, Briere, & Lips, 1988).

Discriminant function analysis was then used to determine if a number of attitudes toward women scales and the pornography category viewing data were able to predict membership in the three groups of men. The Acceptance of Interpersonal Violence scale (Burt, 1980) and the reported viewing of sexually violent pornography were found to make significant contributions to discriminating between the three groups of men.

Demare, Briere, and Lips (1988) proposed that the combination of attitudes condoning violence against women and the viewing of sexually violent pornography combined to produce a proclivity toward sexual aggression which can interact with other relevant variables and result in actual sexual aggression. Although these data are correlational and based on retrospective self-reports, they do demonstrate the importance of considering

attitudes towards women and sexually violent pornography as factors which may relate to sexual violence.

Boeringer (1994) surveyed 477 college men about their use of several different types of pornography, likelihood of using physical or nonphysical coercion to obtain sex, their likelihood of committing rape if they could not be caught (LR), and their likelihood of using force to make a woman do something sexual if they could not be caught (LF). Analysis of the data indicated that the strongest correlates of sexual aggression, coercion, and rape proclivity were exposure to hard-core violent or rape pornography, while nonviolent pornography exposure had no association with sexual aggression, coercion, or rape proclivity. Once again, however, the retrospective nature of the data in this study limit its conclusions.

Current reviews of laboratory research controlling exposure to pornography, further support the theory that the mix of violence in pornography accounts for much of the association between pornography use and men's attitudes toward women. Nemes (1992) concludes that negative changes in attitudes toward women are found only with those participants who are exposed to sexually violent pornography. In a meta- analysis of recent experimental studies on changes in rape myth acceptance due to exposure to violent and nonviolent pornography, Allen, Emmers, Gebhardt, and Giery (1995) conclude that exposure to violent pornography consistently increases rape myth acceptance when compared to a exposure to a control film (ave $r = .112$, $k = 5$, $N = 719$). Also, exposure to nonviolent pornography increases rape myth acceptance when

compared with exposure to a control film (ave $r = .125$, $k = 7$, $N = 1048$). However, studies comparing nonviolent pornography to violent pornography find that violent pornography increases rape myth acceptance more than nonviolent pornography (ave $r = .163$, $k = 8$, $N = 762$).

In a literature review of the connection between pornography and sexual aggression, Hall (1996) concludes that exposure to sexually violent pornography increases both negative attitudes toward women and the likelihood of sexually coercive or aggressive behavior.

In summary, studies comparing violent and nonviolent pornography suggest the possibility that the mixing of violence in pornography can have detrimental effects on attitudes toward women while nonviolent pornography is possibly harmless (at least in this context) but surely not as detrimental as the violent pornography. However, one study which involved higher levels of pornography exposure (36 nonviolent pornography films viewed six per session for six weeks; 18 nonviolent pornography films viewed three per week for six weeks; or 36 nonpornographic films viewed six per session for 6 weeks) found that those men exposed to massive amounts of pornography considered rape a less serious crime and rated the suffering of the victim as less severe than those men who viewed the nonpornographic films (Zillman & Bryant, 1984, as cited in Russell, 1997).

Recent research has suggested that pornography which portrays themes which are degrading to women even without violent content also contribute to increased negative

attitudes toward women and reporting of the desire to sexually aggress (Check & Guloien, 1989, as cited in Russell, 1997).

Research on exposure to pornography not containing violence has led to different conclusions. Padgett et al. (1989) exposed participants to 5 sessions on consecutive days during which the participants watched 50 minutes of either explicit nonviolent pornography or non-erotic films. Participants then filled out a questionnaire assessing their attitudes toward women. Participants who viewed the five days of nonviolent pornography were not significantly different from the control participants in their attitudes toward women.

In a review of research concerning the connection between pornography and sexual aggression, Russell (1997) presented a model for the influence of pornography on the expression of sexual aggression. She states that “in order for rape to occur, a man must not only be predisposed to rape, but his internal and social inhibitions against acting out his rape desires must be undermined.” In summary, she proposes that pornography contributes to rape in three ways. First, it “predisposes some men to want to rape women and intensifies the predisposition in other men already predisposed.” This is accomplished through pairing sexually arousing or gratifying stimuli with rape, increasing men’s self-generated rape fantasies, sexualizing dominance and submission, and creating an appetite for increasingly stronger material. Second, it undermines or reduces some men’s internal inhibitions against acting in a sexually aggressive manner. Third, it also undermines or reduces some men’s perceptions of the social inhibitions

against such behavior. These steps are accomplished through the objectification of women, perpetuation of rape myths, increasing acceptance of interpersonal violence, and increasing negative conceptions of female sexuality. While Russell provides some research to support this model, it as yet remains unproven and in need of closer examination to determine its veracity.

The final type of research methodology used to investigate the connection between pornography and sexual aggression includes studies which control exposure to pornography and directly observe its effects on behavior. Early research on the behavioral effects of pornography used an analogue of aggressive behavior, equating delivery of electric shock to a female target with sexual aggression. Donnerstein (1980) reported that men exposed to a four-minute long aggressive erotic film delivered more intense shock to a female confederate than men exposed to a four-minute erotic film and men exposed to a four-minute neutral film. Further, those men exposed to the four minute erotic film delivered more intense shocks to a female confederate than men exposed to the neutral four minute film. Continuing with similar research, Donnerstein (1981) reported that men previously angered by a confederate and exposed to 5 minutes of an aggressive erotic film that depicts the female's reaction as positive or another five minute aggressive erotic film which depicts the female's reaction as negative delivered more intense shocks to a female target than angered men exposed to a neutral 5 minute film. This was not true for those participants who had been angered by a male confederate. However, in nonangered men, only the aggressive erotic film with the

positive female reaction increased the intensity of shocks delivered to a female confederate.

Similar results were found in Malamuth and Check's (1985) study on negative changes in attitudes towards women. They found that aggressive erotic films which depict the female as becoming aroused result in increases in aggressive behavior toward women and the largest negative change in attitudes toward women. Future research in this area may consider whether the attitude changes that occur when exposed to sexually violent pornography are mediated by or are concomitants of the behavior changes that also occur when exposed to sexually violent pornography.

Recent research has criticized the external validity of these shock administration studies because they lack the sexual aspect involved in sexually violent or aggressive behavior toward women. Considering the conceptualization of sexual aggression as a continuum from mild forms of coercion to rape, many researchers have suggested using a serious but milder form of sexual aggression to form a laboratory analogue of sexually aggressive behavior. For instance, the imposition of an unwanted sexual experience on another person in the form of showing the other person sexual material which they may not have wanted to see has been suggested as a more representative laboratory analogue for sexual aggression (Hall & Hirschman, 1993; Hall & Hirschman, 1994b; Hall, Hirschman, & Oliver, 1994a). This analogue was developed out of the research of Derman (1990, as cited in Hall & Hirschman, 1993). Derman conducted a series of studies in which men showed erotic stimuli to confederate women who was described as

strongly disliking pornography while being able to control the amount of time the woman saw the material. The act of showing erotic slides to a person who does not like pornography was considered a sexually impositional act (i.e. a mild form of sexual aggression). Slide showing behavior is easily observable and requires the subject to perform an action in the presence of a female confederate which makes this indicator of sexual aggression less hypothetical than previous indicators. Derman's data suggest that men were willing to show erotic slides to confederate women who indicated liking pornography, but would only show brief exposures of erotic slides to women who indicated a dislike of pornography. Derman also discovered that men showed erotic slides for significantly longer after ingesting alcohol. However, since no alternate choice to showing erotic slides was given, all subjects showed the erotic slides to the female confederates for at least a brief period of time. Thus, this procedure could not adequately discriminate between those men who sexually impose and others that do not sexually impose.

Hall, Hirschman, and Oliver (1992, as cited in Hall & Hirschman, 1993) modified Derman's procedure in order to allow the participants to make a deliberate choice about which slides to show the female confederate. Slides were grouped into four categories of increasing sexual explicitness and deviance (neutral, erotic, explicit-erotic, and deviant-erotic). Subjects were instructed to pick one of these categories of slides to show to the female confederate under the impression of distracting the female from a bogus memory task. Subjects were informed of the confederate's dislike of pornography and were not

instructed to choose the most distracting set of slides but rather just to choose a distracting set of slides. Male subjects who were more supportive of rape myths were more likely to show the deviant erotic slides than those males who were less supportive of rape myths. In this way, some subjects were discriminated as more willing to engage in mild forms of sexual aggression and sexual imposition, partially as a function of their belief in rape myths.

To determine whether the use of the deviant-erotic slides was due to demand characteristics implicit in the distraction task, Hall and colleagues conducted another study which also included a group of autopsy slides (Hall, Hirschman, & Oliver, 1994a). This autopsy slide group had been rated as equally distracting as the deviant-erotic slides which would allow the subjects to be equally distracting without imposing sexual stimuli on the female confederate. Still, 73% of 51 participants picked one of the erotic categories to distract the female confederate, and only 24% of participants chose the autopsy slides. Hall et al. concluded that these participants were not simply trying to distract the female confederate, but were also trying to impose sexual stimuli on an unwilling female (Hall, Hirschman, and Oliver, 1994a)

Hall, Hirschman and Oliver (1994a) went on to conduct the same experiment with 54 female participants. Forty- three percent of female participants showed erotic slides while 57% showed the autopsy slides. Although fewer females than males showed erotic slides, the high incidence of showing erotic slides indicates that some demand characteristics may still have been operating in this procedure. Therefore, continued

refinement of the procedure was necessary to obtain a better laboratory analogue of sexually impositional or aggressive behavior.

Toward this end, another study involving 12 female and 13 male participants was conducted using a similar procedure. The only change was that the female confederates were depicted as being neutral toward all category of slides (Hall, Hirschman, & Oliver, 1994a). Significantly more men showed the autopsy slides (46%) than in the previous experiment (24%), while significantly fewer women showed the autopsy slides (42%) than in the previous experiment (57%). These data show that males who were informed of a female confederate's dislike of pornography were more likely to use erotic slides to distract her than males who were informed that the female confederate feels neutral about these slides. Females, however, reacted in an opposite manner by increasing their use of erotic slides when the confederate was described as neutral toward all slide categories. The continuing high percentage of men who show the erotic slide categories (54%) suggests that some men may be motivated to show sexual material to the female confederate rather than just distract her (Hall, Hirschman, & Oliver, 1994a).

Although this series of studies might not have completely eliminated the possibility of demand characteristics playing a role in the participants choice of slides, Hall and associates argue that the purpose of this design is to elicit sexually impositional behavior in the laboratory regardless of the participants' intentions (Hall & Hirschman, 1994b; Hall, Hirschman, & Oliver, 1994a). If sexual aggression is defined by the impact of behavior upon a recipient and not in terms of the perpetrator's motivations, then

imposing sexual material on a woman in the laboratory with the knowledge that she dislikes such material can be considered a mild form of sexual aggression, regardless of the perpetrator's intentions. Also, the high percentage of men who chose sexually impositional stimuli even after the inclusion of equally distracting autopsy slides further legitimates this design as an analogue for sexually aggressive behavior. Complying with study demand characteristics can also be viewed as an excuse that permits men to legitimize sexually impositional behavior, a process which might be similar to that observed in real world situations (e.g. the woman was a tease, the woman was drinking too much, the woman went home with a man) (Hall et al., 1994a). Further, discrepancies between victim and perpetrator perceptions of sexual aggression suggest that many men who are sexually aggressive do not recognize or label their behavior as sexually aggressive (Koss, Gidycz, & Wisniewski, 1987).

Despite these arguments, Hall and associates have continued to refine this laboratory analogue to better address the following concerns: a) demand characteristics continue to confound attempts to determine the intentions of the sexual aggressor, b) the stimuli included in this analogue are not sexually aggressive, but rather just sexual, and c) the procedure has not demonstrated external validity because it has not been shown to discriminate between those men who sexually aggress and those who do not sexually aggress outside the laboratory (Hall et al., 1994a).

Hall and Hirschman (1994b) further modified Hall's laboratory analogue to address some of these concerns. In this design, participants viewed three scenes from a

film. Each scene fell into one of three categories, neutral (a conversation between a man and a woman), sexual-violent (a man raping a woman), or violent-sexual (a man physically assaulting a nude woman). Participants then chose one of these three vignettes to show to a female confederate who they were told was also participating in the study. Due to the explicit and violent nature of the films, showing either the sexual-violent or the violent-sexual clip was considered a sexually impositional act. Since no distraction task was given, Hall et al. had removed the demand characteristics implicit in the previous design. The inclusion of sexually violent stimuli broadened the representation to include the violent aspects of sexual aggression. Also, participants filled out the Coercive Sexuality Scale as a measure of past sexually aggressive behaviors in order to determine the external validity of the present procedure. Fifty-two percent of identified sexually coercive men showed either the sexual-violent (24%) or violent-sexual (28%) vignettes. Among those men identified as not sexually coercive, 92% showed the neutral vignettes to the female confederate with none showing the sexual-violent vignette and 7.7% showing the violent-sexual vignette. Measures of the participants' perceptions of the confederate's reactions to the vignette (1 = extremely upset, 3 = neutral, 5 = extremely happy) and the confederate's comfort in viewing the vignette (1 = very uncomfortable, 3 = neutral, 5 = very comfortable) were also obtained from the participants along with a description of why they chose the particular vignette. Although Hall et al. reassert that the impact of behavior on the target defines sexual aggression, not the perpetrator's intentions, the questions on the perceptions of confederate reactions do

address the possible intention of the perpetrator. These measures revealed that the participants who showed the sexual-violent or violent-sexual vignettes rated the confederate as significantly more upset and less comfortable than those participants who showed the neutral vignette. Further, two-thirds of subjects who showed the neutral vignette did so because it was less degrading, less offensive, and less violent than the other vignettes. Among participants who showed the sexual-violent vignette, half reported showing it because they found it interesting. Finally, half the participants who showed the violent-sexual vignette reported showing it because they found it less offensive than the sexual-violent vignette. Together these findings support the theory that sexually aggressive men may not intend to harm women, but their actions lead to situations where harm occurs. Although confederates in the current study were instructed to react the same to all videos, the use of live confederate reactions may have introduced some variation and biased participant's perceptions of confederate reactions to the videos. Hall and colleagues suggest the use of videotaped confederate reactions for future research utilizing this design in an effort to avoid these differences.

Recently, Hall has concluded that the use of multiple aggressive clips (violent sexual and sexual violent) may have lead participants to conclude that the experimenters were condoning the showing of aggressive stimuli (Norton, 1995). In order to avoid this situation, Hall modified the procedure to include four film clips with only one aggressive clip. These four clips are 1.5 minutes each and are from movies which are widely available in movie rental facilities. The first clip is from the movie My Life and depicts a

positively arousing scene of a rollercoaster ride which has been rated as not violent and not sexual. The second clip is from the movie Running Man and also depicts a positively arousing scene without violent or sexual content. The third clip is from the movie Alive and depicts a negatively arousing scene of a plane crash which is not sexual in nature. The final clip is from I Spit On Your Grave and depicts a man raping a woman.

Hall also wanted to ensure that the nonsexual clips were as arousing as the sexual clips in order to ensure that the nonsexual clips were still compelling alternatives. Therefore, the above four clips were included in validity studies. Subjects rated all four clips as equally arousing and the I Spit on Your Grave sexual assault clip was rated as more sexual than the remaining three clips. Also, the Alive and I Spit on Your Grave clips were rated as equally aversive, and the remaining two clips were rated as less aversive (Hall, 1995, as cited in Norton, 1995). These ratings of how arousing, sexual, and aversive the clips are have been replicated in follow-up studies (Norton, 1995; Rauch, 1997).

Studies using this analogue have been completed in our laboratory at the University of North Dakota. In 1995, Norton used the Hall analogue and found that social facilitation (a male confederate saying that he would show the sexually violent clip) significantly increased the probability of men showing the sexually violent clip to a woman, especially for men with an attraction to sexual aggression or a reported history of sexual aggression. In 1997, Rauch found that exposure to one of four compilations of short movie clips (Sexually violent, Violent, Sexual, or General Arousing) did not

significantly increase the probability of men showing the sexually violent clip to a woman. However, both of these studies found support for the validity of the Hall analogue for sexual aggression. The four clips were rated on the aversive, arousing, and sexual dimensions generally in agreement with Hall's intentions and the previously presented validity data. Further, those men who chose to show the sexual assault clip to the woman expected her to be less comfortable and more upset but showed the clip despite these expectations (Norton, 1995; Rauch, 1997).

Rauch (1997) found that men exposed to thirty minute video clip compilations of different types (generally arousing, violent, sexual, and sexually violent) did not significantly differ in which video clip they chose to show to a woman. One factor that may have contributed to the failure to find an effect of media type exposure involves the type of video compilations used in the study. The video compilations consisted of several short, similar clips in high concentration. What this means for the violent and sexually violent groups is that they were viewing 30 minutes of violence toward women without receiving very much contextual information. Two possible mechanisms could be operating to produce participant changes due to video exposure: desensitization or normalization. Desensitization implies that the participants get so inundated with depictions of a particular type of stimulus that habituation occurs and their original emotional reactions to the stimulus no longer occur. Desensitization would require repeated and concentrated presentation of a particular type of stimulus. Normalization, however, occurs when participants watch a particular stimulus and conclude that the

content of the stimulus reflects a normal pattern of events which, depending on the participants' identification with the subjects depicted in the stimulus, may allow the participants to accept the events and behavior included in the stimulus as relevant to their lives. Although concentration is necessary for desensitization to occur, it may not be necessary for normalization to occur. Rather, in order for participants to normalize the behavior in a particular stimulus the participants need to see the stimulus in a context in order to determine that given the particular context, this behavior seems reasonable and therefore normal. The contextual information may be necessary in order to normalize the violent behavior. Previous studies that have demonstrated negative effects on male attitudes toward women and behavior toward women have included this contextual information by showing entire movies rather than collections of concentrated sexually violent clips (Weisz & Earls, 1995; Malamuth & Check, 1981; Malamuth & Check, 1985; Nemes, 1992; Allen et al., 1995). The presentation of violence against women within the context of a story line may allow the violence to be considered more normal and acceptable behavior. In contrast, repeated presentation of men hitting women out of context may not create the same normalizing effect.

Another possible problem with presenting clips out of context is that participants may begin to not pay attention to the video compilation they are viewing. This could be particularly true if they find this video extremely distasteful which could greatly impede their actual exposure to the stimulus and, therefore, greatly impede the study outcome. Unfortunately, there was no way to determine the validity of this hypothesis within the

constraints of this study's design. As such, the current study proposes to replicate this study's design with the addition of contextual information.

Present Study

In order to determine the effect of exposure to the violent and sexually violent media on the instrumental expression of sexually impositional behavior in the laboratory, the present study used a modified version of the Hall analogue to examine the sexual aspect of male aggression toward women. Hall's procedure was modified to include the following four types of video clips: a) positively arousing, nonsexual, b) negatively arousing, nonsexual, c) positively arousing, sexual (i.e. sexual without violent content), and d) negatively arousing, sexual (i.e. sexually violent). In addition, instead of just choosing one clip to show to the female confederate, participants chose a clip which they showed the confederate and then showed each clip for as long as they wished.

Participants were exposed to 45 minutes of a sexually violent film clip, violent film clip, sexual film clip, or neutral film clip. It was hypothesized that the tendency to show the sexual assault clip to a female confederate would vary according to whether an individual reported an attraction to sexual aggression. Thus, a main effect for ASA was hypothesized to predict video selection. A main effect was also predicted for the type of film clips participants view such that those participants exposed to the sexually violent film clip would pick the sexual assault video more often than those exposed to the sexual

or violent film clip with those exposed to the general arousing film clip picking the sexual assault video least often.

It was hypothesized that men who view the sexually violent clip would show the sexual assault clip the longest, followed by men in the violent condition, and then those men in the general arousing and sexual conditions. The same pattern was expected for the nonviolent/sexual clip. Overall, it was expected that men would show the positive arousing/nonsexual clip the longest, followed by the negative arousing/nonsexual clip, then the nonviolent/sexual clip, and finally the violent/sexual clip. However, differences in these relationships were expected for the different media type groups. The pattern of these differences was, however, unknown. These differences were expected to be largest for those men attracted to sexual aggression. Finally, the participant's reactions to the clips, estimates of the confederate's comfort level and the confederate's reactions to the clips, reports of past sexually coercive behaviors, attraction to sexual aggression, and media type exposure group were hypothesized to predict the viewing time and clip choice of the sexual and sexually violent clips.

METHOD

Participants

One hundred and nineteen male undergraduates at the University of North Dakota participated in the study. Participants received extra credit for participation and ranged in age from 18 to 48 ($M = 20.193$). The majority of participants were Caucasian (95.6%) with 81.6% from the states of North Dakota or Minnesota.

Materials

Attraction to Sexual Aggression Scale (ASA)

The ASA (Malamuth, 1989) consisted of 14 items measuring attraction to rape and forced sex which were included in an assessment of other traditional and nontraditional sexual activities (e.g. oral sex, bondage, and transvestism). Only those items which referred to “rape” and those items which referred to forcing a female to do something she did not want to do in a sexual context were used to derive the ASA score (see Appendix A).

The ASA scale was used as a measure of “some relative likelihood” of rape or forced sex under certain conditions which may or may not actually occur (Malamuth, 1989, p.30).

The ASA has demonstrated high internal consistency (alpha coefficient = .91) and adequate item-total correlations (.46 to .77). Further, good test-retest reliability has been shown over a one week interval (.66 for Likelihood of Rape items and .74 for Likelihood of Using Force items) (Malamuth, 1989).

Sexual Experiences Scale (SES)

The SES version for men (Koss & Oros, 1982) assessed men's past experiences as perpetrators of sexually aggressive behaviors. The survey consisted of 12 forced-choice questions which referred explicitly to sexual contact associated with differing degrees of coercion, threat, and force (see Appendix B).

Koss and Gidycz (1985) reported excellent internal consistency for the SES (Cronbach's alpha = .98). They also administered the SES twice to the same college population with a one-week interval between administrations in order to examine test-retest reliability. The mean item agreement between these two administrations was 93%. The correlation between the level of sexual aggression reported on the SES and the level of sexual aggression obtained through interview responses was .61 (Koss & Gidycz, 1985). Differences were typically in the direction of men admitting to higher levels of sexual aggression on the anonymous self-report measure than in the interview.

Independent Variable Video Clips

Participants watched one of four, 45-minute movie clips: violent/sexual, sexual, violent, or general arousing. The violent/sexual clip depicts psychologically and physically coercive sex between a man and a woman. In this clip from the movie The Story of O (Part 2), a man psychologically and physically coerced a woman into doing something sexually which she did not want to do. This type of clip was chosen based on past research which has demonstrated that violent pornography which depicts the female as eventually becoming aroused may contribute to males' increased acceptance of rape myths, aggression against women, and sexual arousal (Donnerstein & Berkowitz, 1981; Malamuth & Check, 1980a; Malamuth & Check, 1980b; Malamuth & Check, 1985). The violent clip, from the movie Once Were Warriors, contained depictions of a man being physically violent toward a woman without significant sexual content. The sexual clip, from the movie Young Lady Chatterley, depicted consensual sex between a man and a woman without violent content. The general arousing clip, from the movie Speed, contained depictions of male/female interactions which do not include sexual or violent content.

Dependent Variable Video Clips

The first clip was a positively arousing, nonsexual scene of a rollercoaster ride taken from the movie My Life. The second scene was from the movie Alive and involved an intense depiction of a plane crash which is negatively arousing but not sexual in

nature. The third scene was negatively arousing and sexual. It was from the movie I Spit on Your Grave and involved a man raping a woman with the help of several other men. The fourth scene was from the movie Sexual Response and involved a sex scene between a man and a woman which was positively arousing and sexual. All clips were between one and one and a half minutes long. The My Life, Alive, and I Spit on Your Grave clips have been rated as equally arousing, but the I Spit on Your Grave sexual assault clip has been rated as more sexual than the remaining three clips. Also, the Alive and I Spit on Your Grave clips were rated as equally aversive, and the My Life clip was rated as less aversive (Hall, 1995, as cited in Norton, 1995). The Sexual Response clip was added for this experiment. Presentation of the four clips will be counterbalanced for each participant.

Movie Preference Questionnaire

Participants were asked to fill out this questionnaire concerning their current movie viewing patterns. This measure included how often they watched different types of films, including different types of pornographic films (see Appendix C).

Movie Reaction Questionnaire

This questionnaire came in four parts. The first part was demographic information which was filled out by the participant at the beginning of the session. The second part asked participants to provide ratings of how arousing, aversive, and sexual

they found the 45-minute clip and was filled out following viewing of this clip. The third part asked participants to provide ratings (on a scale of 1 to 10) of how arousing, how aversive, and how sexual, they found each of the four dependent variable clips. In addition, they were asked to indicate how likely (on a scale of 1 to 10) they would be to go to see movies containing the clip. Participants were also asked what they believe the woman's reaction to the clip was on a scale of 1 to 5 with 1 being extremely upset and 5 being extremely happy. Finally, the participants were asked how comfortable the woman appeared while viewing the clip on a scale of 1 to 5 with 1 being very uncomfortable and 5 being very comfortable. This part was completed following the participant choosing a clip to show the woman. A fourth portion of the MRQ was filled out following each of the timed clips in order to maintain the deception of the experiment. These data were not analyzed (see Appendix D).

Rape Myth Acceptance Questionnaire (RMA)

The RMA assessed participants' agreement with some common rape myths, such as some women deserve to be raped. The score ranges from a minimum score of 19 indicating little acceptance of rape myths to a high score of 115 indicating acceptance of all rape myths in the questionnaire. Burt (1980) reported Chronbach's alpha for the RMA of .875 and item to total correlations ranging from .271 to .617.

Acceptance of Interpersonal Violence (AIV)

The AIV assessed participants' acceptance of force and coercion as legitimate methods to gain compliance from others especially in intimate and sexual relationships. The participant scores range from 7 indicating little acceptance of interpersonal violence to 49 indicating acceptance of all items assessed. Burt (1980) reported Chronbach's alpha for the AIV of .586 and item to total correlations ranging from .206 to .396.

Study Completion Questionnaire

Participants were asked what they believed was the purpose of the study and whether anything about the study bothered them. They were asked to place this questionnaire in the envelope provided and were told that these envelopes will not be opened until completion of the study (see Appendix E).

Audiovisual Equipment

Three color monitors and one VCR were used in this study. The VCR was located in the participant's room and was connected to a monitor in his room and a monitor in the confederate's room. This VCR had a modified remote control. The remote had all of the buttons covered except for the play and stop buttons. The third monitor was hooked up to the camera which was located in the confederate's room. The camera was angled so that it was behind the confederate shooting only the back of her head while also showing the monitor over her shoulder.

Procedure

Participants were screened during psychology classes using the ASA and SES in order to assess their previous experience with and attraction to sexually aggressive and coercive behavior. All individuals eligible to participate were contacted by phone to participate in a study examining reactions to movie clips some of which may contain sexual, violent, or arousing themes.

Upon arrival, the participant and a female confederate were brought into a room where they were asked to read and sign a consent form explaining what the participant was led to believe was the purpose of the study and emphasizing confidentiality. They were informed that they would be viewing various movie clips which may contain some sexual and violent material after which they will be asked for their reactions. Participants were informed that they could withdraw from the experiment at any time without penalty.

They then filled out the first part of the MRQ. The female confederates were assigned equally to participants across the three experimental groups and their clothing was controlled by having them each wear the same outfit for each participant and ensuring that their outfits are similar (i.e. jeans and a long-sleeved knit blouse).

Participants were informed that they would be watching some movie clips which may contain sexual and/or violent content. They were told that the researchers are interested in people's reactions to the movie clips when they watch several clips in combination compared to when they watch one clip in isolation, when they watch long clips compared

to short clips, and when they are in control over how long they view the clips compared to when they are not in control. They were informed that they might withdraw from the study at any time without penalty. After the participant and confederate signed the consent form, the researcher asked them if they have any questions about the study. After answering any questions, the study continued.

The participant was again told that the researchers are interested in people's reactions to movie clips when they have control over the viewing time and when they do not, and that one of them will be in "control" and one in the "not control" condition. The confederate drew a card first with the idea that the person who draws the highest card will be in control of the clip length. The cards were fixed so that the participant always got the highest card and had the control box. The confederate was then lead into another room.

Prior to arrival, all participants were randomly assigned to one of the four groups: sexual/violent clip, violent/nonsexual clip, sexual/nonviolent clip, and general arousing clip. After signing the consent form, the researcher again explained that we are interested in people's reactions to long movie clips compared to short movie clips and several clips together compared to one clip by itself. As a result, he will be watching a long movie clip first. The researcher then started the appropriate 45-minute video clip. Following completion of this clip, participants filled out the Movie Reaction Questionnaire.

The research assistant explained that the researchers are interested in people's reactions to movie clips when viewed in isolation and in combination. As such, the

participant will be asked to choose one clip to show to the woman who is participating in the study in an adjoining room. Then, participants watched the four dependent variable movie clips. The order of presentation of the four clips was counterbalanced. The participants were seated in front of four videotapes which were labeled with images depicting each of the four dependent variable clips. They were asked to pick one of these four clips to show to the woman in the adjoining room and to put the tape of that clip into the VCR. A monitor which was connected to a camera in the confederate's room was turned on and he was instructed that the monitor in his room is hooked up to a camera in the female subject's room so that he can watch her reactions to the videotape. After the researcher leaves the room, the participant chose a tape and put it in the VCR. The tape played automatically when put in the VCR. After the chosen clip had finished, the participant completed the third portion of the MRQ while the confederate pretended to complete a questionnaire regarding her reactions to the single clip.

The participant was then reminded that the researchers are also interested in people's reactions to movie clips when they have control over the viewing time and when they do not. He was reminded that the female "participant" will be watching the clips in the next room as he is watching them in this room and the monitor which is connected to the video camera in the confederate's room will remain on. The researcher informed him that there would be a signal when the participant could press play for each clip. He could press the stop button on the control box at any time in order to stop the clip. After

stopping each clip, the participant would complete the Movie Reaction Questionnaire for that clip.

The researcher then left the room and signaled the participant to press play for the first clip. The order of clips was counterbalanced. The confederate had a stopwatch and timed each clip from when it came on until the participant stopped the scene. She recorded the viewing time for each clip while the participant was recording his reactions to the clip. The researcher also timed the clips. The researcher cued the participant and confederate prior to the participant starting each clip.

Upon completion of this video, participants were asked to fill out several questionnaires: the Movie Preference Questionnaire, the original Movie Reaction Questionnaire, the Rape Myth Acceptance questionnaire, the Acceptance of Interpersonal Violence questionnaire, and the study completion questionnaire. Research assistants were not in the room while participants filled out these questionnaires which were placed in a box by the participant upon completion. At this time, subjects were given a general debriefing statement based on a Check and Malamuth (1984) debriefing procedure which was also read to the participant by the research assistant. Participants exposed to violent and nonviolent pornography and then this debriefing procedure were less accepting of rape myths and reported more positive attitudes toward women than participants who were not debriefed and participants who were not exposed to pornography (Check & Malamuth, 1984; Malamuth & Check, 1984). In a meta-analysis of the effectiveness of such debriefing procedures, Allen, D'Alessio, Emmers, and Gebhardt (1996) found that

all studies examined demonstrated effectiveness of these procedures in minimizing the effects of exposure to sexually explicit and/or violent material at least in the short-term.

“You have had the opportunity to view a number of highly arousing video clips. One of these clips contained violent/sexual content. Although sexual abuse and rape are terrible crimes, sexual abuse and rape themes are frequently found in erotic media. In pornographic magazines, books, and movies, writers will often present sexual violence (e.g. rape) with other highly explicit and arousing material (as in this experiment). Over time, people may tend to ignore the violence of rape because there are other sexually pleasing aspects to the stories and pictures. The films in this experiment were designed to be arousing and do in no way reflect the true horror of rape.”

RESULTS

Participants ranged in age from 18 to 48 ($M = 20.193$), and the majority were Caucasian (95.6%) with 81.6% from the states of North Dakota or Minnesota. In the free choice condition, only one participant showed the sexual assault clip; however, 10 participants (8.8 %) showed the positive sexual clip and 43 participants (37.7%) showed the plane crash clip.

Long Clip Reaction Analyses

A Multivariate Analysis of Variance (MANOVA) comparing the media type groups on their reactions to the long videos which participants viewed was conducted as a manipulation check to determine if these videos were perceived as intended. A significant main effect was found for media type group, $F(12, 327) = 18.90, p < .000$. Follow-up univariate analyses revealed significant differences for each of the four reaction measures: arousing [$F(3, 110) = 11.26, p < .000$], aversive [$F(3, 110) = 49.95, p < .000$], sexual [$F(1, 110) = 45.20, p < .000$], and would see the movie [$F(1, 110) = 34.65, p < .000$]. Results of follow-up, pairwise comparisons using the Bonferroni correction for Type I error are presented with the group means in Table 1. These results supported the experimental manipulation in this study by showing that participants perceived these clips in the intended manner.

Logistic Regression Analyses

Three logistic regression analyses were planned in order to examine clip selection. The first logistic regression involved predicting those participants who chose the sexual assault clip using the participant's media type group, history of sexually aggressive behavior, and current attraction to sexually aggressive behaviors as predictors. This analysis was not conducted, however, because only one participant chose to show the sexual assault clip.

The second logistic regression predicted participants who chose to show the sexual assault or sexual clips with the same predictors as in the previous analysis. The model tested included the main effects for SES, ASA, and media type group and the interactions between media type group and ASA and media type group and SES. The model chi-square test showed that the proportion of variance explained by this model was not significant, $\chi^2 (11, N= 109) = 11.49$, ns.

The third analysis predicted participants who chose to show the sexual, sexual assault, or plane crash clips using the same predictors again. The model tested included the main effects for SES, ASA, and media type group and the interaction between media type group and ASA and media type group and SES. The model chi-square test indicated that the model did not explain a significant amount of variance, $\chi^2 = (11, N= 109) = 11.77$, ns.

Multiple Regressions

Four, multiple regression analyses were done to examine whether the time that the participants chose to show each clip to the female confederate could be predicted from their ratings for the clip, SES score, ASA score, and media type group. A separate analysis was conducted for each of the four dependent variable clips. The clip length data was transformed into the percentage of the clip shown. For each multiple regression cases were omitted from the analysis if the participant chose to show the given clip to the confederate during the first portion of the study.

Predicting the percentage of the rollercoaster clip shown using the above predictors yielded a multiple $R = .405$ and an adjusted R^2 of -0.015 [$F(9,42) = 0.92$, ns]. Information for specific predictors is included in Table 2. Only two predictors approached significance in this model.

Predicting the percentage of the plane crash clip shown with the same predictors as used above yielded a multiple $R = .595$ and an adjusted R^2 of 0.249 [$F(9, 55) = 3.35$, $p = .002$]. Information on specific predictors is included in Table 3. While those participants who scored higher on the ASA showed the plane crash clip for a shorter duration, those participants with a higher SES score showed the clip for a longer duration. Also, those participants who rated the clip as more aversive tended to show the plane crash clip for a shorter duration while those participants who reported that they were more likely to go to a similar movie tended to show the clip for a longer duration.

Predicting the percentage of the positive sexual clip shown to the female confederate with the same predictors as above yielded a multiple $R = .449$ and an adjusted R^2 of .120 [$F(9,88) = 2.46, p = .015$]. Information on specific predictors is included in Table 4. In this model, those participants who rated the clip more arousing or more aversive tended to show the sexual clip for a shorter duration. Those participants who rated themselves as more likely to go to a similar movie tended to show the sexual clip for a longer duration.

Predicting the percentage of the sexual assault clip shown with the same predictors as above yielded a multiple $R = .361$ and an adjusted R^2 of .049 [$F(9, 96) = 1.60, ns$]. Information on specific predictors is included in Table 5.

Short Clip Reaction Analyses

Four, mixed Multivariate Analyses of Covariance (MANCOVAs) were performed to examine whether participants differed in their reactions to the different clips and whether the media type group affected these differences. One between-subject factor of media type groups (4 levels) and one within-subject factor of DV clip (4 clips) were included in the analyses along with SES and ASA as covariates. One MANCOVA was performed for each of the reaction measures: arousing, aversive, sexual, and go to see. A univariate approach was taken for follow-up analyses in all cases. The Huynh-Feldt method of sphericity correction was used for all within-subject effects.

Arousal Analysis

When examining the arousing ratings, a main effect of the ASA covariate was found, $F(1,103) = 4.75$, $p = .032$. A Pearson correlation between ASA scores and the sum of the arousing ratings was used to examine this effect. A significant positive correlation was found such that participants with higher scores on the ASA generally rated all of the clips as more arousing, $r(109) = .196$, $p = .041$.

A main effect of media type group was also found, $F(3,103) = 3.02$, $p = .033$. Follow-up post hoc analyses used simple contrasts adjusted for the covariates and compared the long, positive sexual, negative sexual, and violent media groups' arousal ratings to the general media group's rating. These comparisons revealed that both the positive sexual ($p = .015$, $M = 2.318$, $SE = 0.344$) and negative sexual media type groups ($p = .011$, $M = 2.267$, $SE = 0.339$) differed from the general arousing video group ($M = 3.494$, $SE = 0.332$) while the violent media type group ($M = 2.971$, $SE = 0.334$) did not significantly differ from the reference group.

A main effect for DV clip was also found, $F(2.785, 286.871) = 39.85$, $p < .000$. Follow-up pairwise comparisons were conducted to examine how the arousing ratings differed for the DV clips. Means for the four DV clips across groups are included in Table 6 while significance statistics are in Table 7. All clip comparisons were significantly different except for the rollercoaster and the plane crash clips. The positive

sexual clip was rated as most arousing, followed by the rollercoaster and plane crash clips with the sexual assault clip rated least arousing.

The main effect for the SES covariate was not significant [$F(1,103) = 2.26$, ns], nor were there any significant interactions for the arousal rating analysis.

Aversive Analysis

When examining the aversive ratings for the DV clips, only the main effect for DV clip was significant, $F(543.635, 3.591) = 151.37$, $p < .000$. Follow-up pairwise comparisons were conducted to examine how the aversive ratings differed for the DV clips. Means for the four DV clips are provided in Table 6 while significance statistics are included in Table 7. All pairs were significantly different. The sexual assault clip was rated most aversive, followed by the plane crash, then the positive sexual, and finally the rollercoaster clip.

The main effect for the ASA covariate was not significant, $F(1,103) = .03$, ns nor were the main effects for the SES covariate [$F(1,103) = 3.60$, ns] and the media type group [$F(3,103) = 2.42$, ns]. No interactions were significant.

Sexual Analysis

When examining the sexual ratings for the DV clips, a main effect for the ASA covariate was found, $F(1,103) = 7.57, p = .007$. Since this effect was involved in an interaction, it will also be discussed with the interaction. However, a Pearson correlation between ASA scores and the sum of the sexual ratings was also used to examine the effect. A significant positive correlation was found such that participants with higher scores on the ASA generally rated all of the clips as more sexual than lower ASA participants, $r(109) = .248, p = .009$.

A main effect for media type group was also found on sexual ratings, $F(3,103) = 2.84, p = .042$. Follow-up post hoc analyses used simple contrasts adjusted for the covariates and compared the long, positive sexual, negative sexual, and violent media groups' sexual ratings to the general media group. These comparisons revealed that both the positive sexual ($p = .021, M = 2.589, SE = 0.225$) and negative sexual media type groups ($p = .033, M = 2.650, SE = 0.222$) differed from the general arousing media type group ($M = 3.324, SE = 0.217$) while the violent media type group ($M = 3.181, SE = 0.219$) did not significantly differ from the reference group.

The main effect for DV clip on sexual ratings was also significant, $F(1.702, 175.257) = 97.38, p < .000$. Follow-up pairwise comparisons were conducted to examine how the sexual ratings differed for the DV clips. Means for the four DV clips are included in Table 6 while significance statistics are provided in Table 7. All pairs were significantly different except for the rollercoaster and the plane crash clips. The positive

sexual clip had the highest sexual ratings, followed by the sexual assault clip with the rollercoaster and plane crash clips receiving the lowest sexual ratings.

The main effect for the SES covariate was not significant [$F(1, 103) = 3.11$, *ns*], nor any of the interactions except for ASA x DV clip, $F(1.702, 175.257) = 4.85$, $p = .013$. This interaction was examined using Pearson correlations between ASA scores and sexual ratings for each of the DV clips (see Table 8). The correlation between ASA and clip was only significant for the rape clip such that those participants with higher ASA scores rated the clip as more sexual than participants with lower ASA scores.

Would See Movie Analysis

When examining the ratings of how likely the participant would be to go to a movie with a similar scene to the DV clip, the main effect for the ASA covariate was significant, $F(1, 103) = 5.21$, $p = .025$. Since this effect was involved in an interaction, it will also be discussed with the interaction. However, a Pearson correlation between ASA scores and the sum of the go to see ratings was used to examine the main effect. A significant positive correlation was found, such that participants with higher scores on the ASA generally indicated a greater likelihood of going to see movies similar to the DV clips than lower ASA men, $r(109) = .198$, $p = .039$.

The main effect for DV clip was also significant, $F(2.753, 283.514) = 43.53$, $p = .000$. Follow-up pairwise comparisons were conducted to examine how the go to see

ratings differed for the four DV clips. Means for the four DV clips are provided in Table 6 while significance statistics are included in Table 7. All pairs were significantly different except for the rollercoaster and the positive sexual clips. Participants rated themselves most likely to go to a movie similar to the plane crash clip, followed by the rollercoaster and positive sexual clips, and finally the sexual assault clip.

The main effects for the SES covariate [$F(1,103) = .34$, ns] and the media type group [$F(3,103) = 1.64$, ns] were not significant. Only the interaction between ASA and DV clip approached significance, $F(2.753, 283.514) = 2.66$, $p = .054$. This interaction was examined using Pearson correlations between ASA scores and go to see ratings for each of the DV clips. These correlations are reported in Table 8. The correlation between ASA and DV clip was only significant for the sexual assault clip such that participants with higher ASA scores rated themselves more likely to go to a movie containing clips similar to the sexual assault clip.

Impressions Questionnaire

Finally, the impressions questionnaire given at the end of each participant's session asked him to state what he believed to be the purpose of the study and whether anything had bothered him about the study. Out of 115 participants who completed the questionnaire, only 8 responses came close to stating a portion of the actual purpose of the study. The majority of participants reported that the purpose of the study was to get

their reactions to the different movie clips. Out of the 8 close responses, 3 indicated that the researchers might have had some interest in the participant's clip choice. The three remaining responses indicated that the researchers might have had some interest in how much of certain clips they would show to another person. As such, the majority of the participants were unaware of the deception involved in the study. No participant was able to decipher the entire purpose of the study.

Table 1. Media Type Clip Reaction Means

Reaction Type	Sexually Violent	Violent	Sexual	General
Arousing	3.536 ^a	1.067 ^b	4.679 ^a	3.821 ^a
Aversive	7.643 ^a	6.800 ^a	2.964 ^b	1.357 ^b
Sexual	5.571 ^a	1.067 ^b	5.893 ^a	0.714 ^b
Go To See	1.714 ^a	3.167 ^a	4.750 ^b	7.393 ^c

* Means with different superscripts are significantly different.

Table 2. Predictors of Rollercoaster Clip Time

Predictor	Beta	t	p	zero-order	part
Viewed Sexually Violent	-.378	-1.940	.059	-.165	-.274
Viewed Violent	-.330	-1.804	.078	-.084	-.255
Viewed Sexual	-.237	-1.209	.233	.012	-.171
Arousing Rating	.133	.749	.458	.123	.115
Aversive Rating	-.173	-1.148	.257	-.191	-.162
Sexual Rating	-.024	-.147	.884	.012	-.021
Would See Movie Rating	.116	.676	.503	.070	.095
ASATOT	.023	.148	.883	-.039	.021
SESTOT	-.150	-.983	.331	-.137	-.139

Table 3. Predictors of Plane Crash Clip Time

Predictor	Beta	t	p	zero-order	part
ASATOT	-.357	-3.196	.002	-.316	-.346
SESTOT	.250	2.078	.042	.140	.225
Aversive Rating	-.246	-2.088	.041	-.251	-.226
Would See Movie Rating	.282	2.343	.023	.313	.254
Arousing Rating	.159	1.226	.225	.193	.133
Sexual Rating	.078	.653	.516	.050	.071
Viewed Sexually Violent	.002	.014	.989	-.118	.001
Viewed Violent	.122	.797	.429	.059	.086
Viewed Sexual	.123	.871	.388	.123	.094

Table 4. Predictors of Positive Sexual Clip Time

Predictor	Beta	<i>t</i>	<i>p</i>	zero-order	part
Arousing Rating	-.317	-2.361	.020	-.050	-.225
Aversive Rating	-.223	-1.996	.049	-.292	-.190
Sexual Rating	.011	.095	.924	-.108	.009
Would See Movie Rating	.350	2.828	.006	.246	.269
ASATOT	-.139	-1.369	.174	-.165	-.130
SESTOT	.095	.964	.338	.085	.092
Viewed Sexually Violent	.007	.057	.955	-.026	.005
Viewed Violent	-.073	-.619	.538	-.048	-.059
Viewed Sexual	.010	.081	.936	.118	.008

Table 5. Predictors of Sexual Assault Clip Time

Predictor	Beta	t	p	zero-order	part
SESTOT	.168	1.712	.090	.150	.163
ASATOT	-.148	-1.367	.175	-.109	-.130
Arousing Rating	-.103	-.942	.349	-.073	-.090
Aversive Rating	-.206	-1.948	.054	-.195	-.185
Sexual Rating	-.060	-.565	.574	-.085	-.054
Would See Movie Rating	.159	1.438	.154	.171	.137
Viewed Sexually Violent	-.030	-.247	.805	-.064	-.024
Viewed Sexual	.059	.492	.624	.124	.047
Viewed Violent	.035	.295	.769	.124	.047

Table 6. DV Clip Reaction Means

Reaction Type	Rollercoaster	Plane Crash	Positive Sex	Sexual Assault
Arousing	1.87 ^a	1.84 ^a	6.01 ^b	1.25 ^c
Aversive	0.21 ^a	3.60 ^b	2.83 ^c	9.22 ^d
Sexual	0.05 ^a	0.01 ^a	8.15 ^b	3.36 ^d
Go To See	5.61 ^a	6.73 ^b	5.63 ^a	1.72 ^c

* All groups with different superscripts are significantly different.

Table 7. Pairwise Comparison Statistical Information (df = 113)

Pair	t	p
Arousing Ratings		
Rollercoaster/Plane crash	0.117	.907
Rollercoaster/Sex	-14.031	.000
Rollercoaster/Rape	2.148	.034
Plane Crash/Sex	13.898	.000
Plane Crash/Rape	2.267	.025
Sex/Rape	18.924	.000
Aversive Ratings		
Rollercoaster/Plane crash	-12.718	.000
Rollercoaster/Sex	-11.343	.000
Rollercoaster/Rape	-48.580	.000
Plane Crash/Sex	-2.730	.007
Plane Crash/Rape	-19.955	.000
Sex/Rape	-23.528	.000
Sexual Ratings		
Rollercoaster/Plane crash	1.912	.058
Rollercoaster/Sex	-37.087	.000
Rollercoaster/Rape	-9.729	.000
Plane Crash/Sex	37.478	.000
Plane Crash/Rape	-9.853	.000
Sex/Rape	14.242	.000

Table 7 cont.

Go To See Ratings		
Rollercoaster/Plane crash	-3.642	.000
Rollercoaster/Sex	-0.053	.958
Rollercoaster/Rape	11.125	.000
Plane Crash/Sex	-4.428	.000
Plane Crash/Rape	19.329	.000
Sex/Rape	16.095	.000

Table 8. Pearson Correlations Between ASA and DV Clip Sexual and Go To See Ratings

Rating and Clip	r	p
Sexual		
Rollercoaster	.061	.526
Plane Crash	.063	.513
Positive Sex	.127	.187
Rape	.247	.010
Go To See		
Rollercoaster	-.045	.641
Plane Crash	.113	.242
Positive Sex	.123	.202
Rape	.333	.000

DISCUSSION

The current study provides little support for the hypothesis that exposure to 45 minutes of a single instance of a particular media type affects sexually impositional behavior in men. In particular, there was no evidence that a man viewing 45 minutes of sexual violence is more likely to show sexually violent material to a woman than a man viewing a sexual, violent, or generally arousing 45-minute clip. Since only one man showed the sexually violent clip to the woman in the current study, the range of responses was insufficient to determine predictive relationships. There was also very little evidence of a video exposure effect with regard to how long the participants showed the clips to women. Although men who viewed either the violent clip or the sexually violent clip showed the rollercoaster clip for a shorter duration than viewers of the sexual or general arousing clips, no other effects were found.

There are several possible explanations for this study's failure to support the hypothesis that exposure to sexually aggressive media would increase sexually impositional behavior in the laboratory. First, there may be no effect of watching sexual violence on the sexually impositional behavior of men. However, several other studies using correlational methods have found relationships between exposure to sexually violent media and perpetration of sexual violence (Boeringer, 1994; Demare, Briere, & Lips, 1988; Hall, 1996; Nemes, 1992; Malamuth & Check, 1981, 1985). Studies have also found that exposure to sexually violent media increases non-sexual aggression (i.e.,

electric shock) toward a female confederate (Donnerstein, 1981; Malamuth & Check, 1985).

It is also possible that while brief exposure to sexually violent material may be adequate to alter attitudes and non-sexual aggressive behavior, more intense and/or longer exposure may be necessary to affect sexually aggressive behavior. The exposure involved in the current study may not have been intense enough in duration or valence in order to bring about such behavior change.

As mentioned in the introduction, it is possible that exposure to sexually violent media could increase sexually impositional or aggressive behavior by either desensitizing men or normalizing such behavior. In this context, desensitization suggests that male participants get so inundated with sexually violent depictions that habituation occurs and their original emotional reactions to the stimuli no longer occur. Desensitization requires repeated and concentrated presentation of a particular type of stimulus. Desensitization may have lead to the temporary or context specific changes in attitudes observed in previous studies. These effects were demonstrated with relatively brief exposure to sexual violence on attitude measures and impulsive behavior of participants immediately following exposure to the sexually violent stimuli. Normalization, however, occurs when participants watch a particular stimulus and conclude that the content of the stimulus reflects a normal pattern of events which, depending on the participants' identification with the subjects depicted in the stimulus, may allow the participants to accept the events and behavior included in the stimulus as relevant to their lives. As such, with

normalization, the new information becomes more integrated into the behavioral repertoire of the individual implying that more purposive behavior may be affected through this sort of change. However, this also implies that normalization is not likely to occur with a single brief exposure to sexual violence. Therefore, the failure to support my hypothesis in the current study may have been a result of exposure which wasn't intense or long enough to bring about behavior change. However, increasing the intensity or duration of exposure to sexually violent stimuli such as those used in this study raises logistic and ethical issues. The logistic issues concern finding equivalent stimuli of adequate duration and/or intensity to bring about such change. The ethical issues concern harming participants if there was a significant and non-transient behavior change following participation in the study.

It is also possible that this study's failure to find effects of sexually violent stimuli was the result of an inability to detect subtle differences. The study does have particular weaknesses. First, the study used all female research confederates. The use of women as confederates may have inhibited the male participants and reduced their sexually impositional behavior. A previous study which included a male confederate found that men were more likely to impose sexual material on a woman when another man told him that he was going to show the sexual assault clip (Norton, 1996). Norton's (1996) inclusion of other men in the experimental context may have contributed to the men's willingness to show the sexual assault clip. Future studies should examine the differential effect of the presence of male and female confederates.

Another weakness of the current study involves the inability to verify that participants attended to the complete experimental stimulus. Although a one-way mirror allowed the researcher to monitor all participants, it was not sufficient to ensure that participants actually attended to the complete video. Therefore, it is possible that participants did not view the intended long clips for the full duration. This may be particularly problematic for the aversive clips as participants may have been more likely to not watch these clips. If participants did not view these clips their exposure to the manipulation of the experiment could have been less than intended. Although the manipulation check regarding participants' impressions of the long clips showed that all clips were rated as expected, this does not ensure that participants viewed the clips in their entirety. Future studies should implement a better manipulation check possibly involving questions regarding the content of selected portions of the long clips.

Short Clip Ratings

Prior to examining participants' ratings of the short clips, it is important to consider the possibility that participants varied in their definitions of the rating words: arousing, sexual, and aversive. While the clips were rated as intended, the lack of explicit definitions for the particular rating words allows that participants may have had different interpretations of the words. This may have been especially true for the arousing ratings which participants often seemed to have defined as including some

aspect of sexual arousal rather than a general physical arousal as intended by the measure.

In examining the participant ratings of the four short video clips, some interesting experimental exposure effects were found. These changes may have reflected some sort of transient attitude change equivalent to effects found in previous studies (Boeringer, 1994; Hall, 1996; etc.). First, both groups of men who viewed the sexual videos rated the four short clips as less arousing overall than the men who saw the general arousing or the violent videos. Both sexual groups also rated the clips as less sexual overall than the men who saw the general arousing or the violent long clips. This suggests that exposure to sexual content decreased the participant's perceptions of the arousal and sexual characteristics of the four short clips. As mentioned previously, due to the lack of explicit definitions of these two measures, they both likely reflect some aspect of sexual arousal. As such, those men exposed to sexual material were less sensitive to sexual content in future exposures.

Further, men with higher ASA scores rated all clips as more arousing and more sexual than men with lower ASA scores. They also reported that they would be more likely to see a movie similar to the short clips than the lower ASA men. One possible interpretation of these results is that men who reported more attraction to sexual aggression are characterized by a general sensation-seeking tendency. One manifestation of this sensation-seeking involves attraction to new and different sexual behaviors. As such, these men may be different from those men who reported attraction to sexually

aggressive behavior based upon a need for dominance and control. It appears that both types of men could score higher on the ASA measure. It is also possible that those men who report a sensation-seeking type of ASA could have different contexts in which they are more likely to act in a sexually aggressive manner than those men who report a dominance and control type of ASA. More research is necessary to determine if such subtypes exist among men attracted to sexual aggression. Further, the ASA effect on sexual and would see movie ratings is qualified by an interaction with clip type. In examining this interaction, the effect appears isolated to their rating of the sexual assault clip. The higher ASA men rated the sexual assault clip as more sexual and rated themselves as more likely to see a movie similar to the sexual assault clip than lower ASA men. This interaction provides some support for the validity of the ASA measure as it is a direct measure of these men's attraction to a sexually aggressive stimulus.

Finally, the differential rating of the short clips generally supported the findings of Hall (1994) and previous studies (Norton, 1996; Rauch, 1997). While the plane crash and rollercoaster scenes were rated as equally arousing, the sexual assault clip was rated significantly less arousing while the positive sexual clip was rated more arousing. This may reflect the previously mentioned tendency of participants to integrate a sexual aspect into arousal ratings. All clips were rated significantly different on the aversiveness dimension. The sexual assault clip was rated as the most aversive, followed by the plane crash clip, the positive sexual clip, and the rollercoaster clip. On the sexual dimension while the plane crash and rollercoaster clips were rated very low, the positive and

negative sexual scenes were rated higher with the positive scene rated significantly more sexual than the negative sexual scene. Although this is not ideal, finding a negative sexual scene which is rated as high on the sexual dimension as the positive sexual scene is likely impossible since it requires overcoming the demand characteristics of the rating context in which participants do not want to rate themselves as highly sexually aroused when the material is contrary to societal norms.

People rated themselves most likely to go to a movie like the plane crash clip, followed by the rollercoaster and positive sexual scenes and finally the negative sexual scene. However, these ratings were qualified by an interaction with ASA which is best explained as an effect on ratings of the rape clip. Those men who reported higher attraction to sexual aggression were more likely to see a movie similar to the movie which contained the rape scenes than men who had lower ASA scores. In summary, these “would see” movie ratings suggest that, in general, men report distaste for the sexual assault clip which is congruent with the intentions of the analogue. In conclusion, future studies might more precisely define the rating words and use these ratings to obtain clips which are discretely differentiated along the rating dimensions.

Laboratory Analogue

While previous studies have demonstrated the validity of the clip choice analogue, one intent of the current study was to examine whether the use of a new timing procedure

added more sensitivity to the analogue. Some evidence was found to support the addition of the timing procedure. People with a history of sexually coercive or aggressive behavior showed the plane crash for a longer duration than people without such a history. The effect for the sexual assault clip approached significance and indicated that those men who reported more sexually coercive or aggressive behavior in their past showed the sexual assault clip for longer than men without such a history. However, the attraction to sexual aggression measure showed an opposite effect for the plane crash clip such that men who reported higher levels of attraction to sexual aggression showed the clip for a shorter duration. Together, these findings suggest that further examination of the timing addition is necessary to clarify whether this is a useful addition to the analogue.

Several factors concerning the participants' ratings of the short clips influenced the time that they chose to show the clips to the woman. With regard to the plane crash clip, people who gave the plane crash clip higher aversiveness ratings showed the clip to the woman for shorter duration. People who rated themselves more likely to see a movie similar to the plane crash clip showed this clip to the woman for a longer duration than those people who rated themselves less likely to go to such a movie. People who rated the sexual clip as more arousing or aversive showed it less to the woman, and those who rated themselves as more likely to see a movie similar to the sexual clip showed it more to the woman in the next room. Finally, those people who rated the sexual assault clip as more aversive showed it less to the woman in the next room. Together, these findings suggest that people's impressions of the clips are affecting how long they will impose

certain material on a woman which supports the validity of the clip timing addition to the analogue. As such, the new timing addition to the analogue shows some promise, but also a need for further refinement and examination of its validity.

In conclusion, the current study did not support the primary hypothesis that exposure to different types of 45-minute video clips (sexually violent, sexual, violent, and general arousing) would affect the likelihood of men to impose sexual material on a women. However, the addition of a clip-timing component, while not providing support for the primary hypothesis, did demonstrate promise as a more sensitive measure of sexual imposition in the laboratory.

APPENDICES

APPENDIX A

ASA Scale

1. People frequently think about different activities even if they never do them. For each kind of activity listed, please indicate whether or not you have ever thought of trying that activity.

Have thought of it

Have never thought of it

- a. Necking (deep kissing)
- b. Petting
- c. Oral sex
- d. Heterosexual intercourse
- e. Anal intercourse
- f. Male homosexual acts
- g. Group sex
- h. Bondage (e.g. tying up
self or sex partner)
- i. Whipping, spanking
- j. Rape
- k. Forcing a female to do something
sexual she did not want to do
- l. Transvestitism (wearing clothes
of opposite sex)
- m. Pedophilia (sex with a child)
- n. Robbery
- o. Murder
- p. Being forced to do something
sexual you didn't want to do

2. For each activity, whether or not you have ever thought of it, do you find the idea:

0 1 2 3 4 5 6 7 8 9 10
 Very Very
 unattractive attractive

Put the appropriate number (0 -10) in the blank following each activity.

- | | |
|-----------------------------------|--|
| a. Necking (deep kissing) _____ | h. Bondage (tying up self or partner) _____ |
| b. Petting _____ | i. Whipping, spanking _____ |
| c. Oral sex _____ | j. Rape _____ |
| d. Heterosexual intercourse _____ | k. Forcing a female to do something sexual
she did not want to do _____ |
| e. Anal intercourse _____ | l. Transvestitism (wearing clothes of the
opposite sex) _____ |
| f. Male homosexual acts _____ | m. Pedophilia (sex with a child) _____ |
| g. Group sex _____ | n. Being forced to do something sexual
you didn't want to do _____ |

3. What percentage of males do you think would find the following activities sexually arousing?

0 = 0% 4 = 31% to 40% 8 = 71% to 80%
 1 = 1% to 10% 5 = 41% to 50% 9 = 81% to 90%
 2 = 11% to 20% 6 = 51% to 60% 10 = 91% to 100%
 3 = 21% to 30% 7 = 61% to 70%

Put the appropriate number (0 - 10) in the blank following each activity.

- | | |
|-----------------------------------|--|
| a. Necking (deep kissing) _____ | h. Bondage (tying up self or partner) _____ |
| b. Petting _____ | i. Whipping, spanking _____ |
| c. Oral sex _____ | j. Rape _____ |
| d. Heterosexual intercourse _____ | k. Forcing a female to do something sexual
she did not want to do _____ |
| e. Anal intercourse _____ | l. Transvestitism (wearing clothes of the
opposite sex) _____ |
| f. Male homosexual acts _____ | m. Pedophilia (sex with a child) _____ |
| g. Group sex _____ | n. Being forced to do something sexual
you didn't want to do _____ |

4. What percentage of females do you think would find the following activities sexually arousing?

(Use the same scale as in question #3)

- | | |
|-----------------------------------|--|
| a. Necking (deep kissing) _____ | h. Bondage (tying up self or partner) _____ |
| b. Petting _____ | i. Whipping, spanking _____ |
| c. Oral sex _____ | j. Rape _____ |
| d. Heterosexual intercourse _____ | k. Forcing a female to do something sexual
she did not want to do _____ |
| e. Anal intercourse _____ | l. Transvestitism (wearing clothes of the
opposite sex) _____ |
| f. Male homosexual acts _____ | m. Pedophilia (sex with a child) _____ |
| g. Group sex _____ | n. Being forced to do something sexual
you didn't want to do _____ |

5. How sexually arousing do you think you would find the following sexual activities if you engaged in them (even if you have never engaged in them)?

0	1	2	3	4	5	6	7	8	9	10
not at all								very		
arousing									arousing	

Put the appropriate number (0 - 10) in the blank following each activity.

- | | |
|-----------------------------------|--|
| a. Necking (deep kissing) _____ | h. Bondage (tying up self or partner) _____ |
| b. Petting _____ | i. Whipping, spanking _____ |
| c. Oral sex _____ | j. Rape _____ |
| d. Heterosexual intercourse _____ | k. Forcing a female to do something sexual
she did not want to do _____ |
| e. Anal intercourse _____ | l. Transvestitism (wearing clothes of the
opposite sex) _____ |
| f. Male homosexual acts _____ | m. Pedophilia (sex with a child) _____ |
| g. Group sex _____ | n. Being forced to do something sexual
you didn't want to do _____ |

6. If you could be assured that no one would know and that you could in no way be punished for engaging in the following acts, how likely, if at all, would you be to commit the following acts?

0 1 2 3 4 5 6 7 8 9 10
not at all very likely

Put the appropriate number (0 - 10) in the blank following each activity.

- a. Necking (deep kissing) _____
b. Petting _____
c. Oral sex _____
d. Heterosexual intercourse _____
e. Anal intercourse _____
f. Male homosexual acts _____
g. Group sex _____
h. Bondage (tying up self or partner) _____
i. Whipping, spanking _____
j. Rape _____
k. Forcing a female to do something sexual
she did not want to do _____
l. Transvestitism (wearing clothes of the
opposite sex) _____
m. Pedophilia (sex with a child) _____
n. Being forced to do something sexual
you didn't want to do _____

APPENDIX B

SES (Male)

Please respond to each question by checking "yes" or "no" where specified under each question. If your answer is yes, please answer the questions labeled a, b, and c.

Have you ever:

1. Had sexual intercourse with a woman when you both wanted to?

Yes _____
No _____

2. Had a woman misinterpret the level of sexual intimacy you desired?

Yes _____
No _____

3. Been in a sexual situation where you became so sexually aroused that you could not stop yourself?

Yes _____
No _____

4. Had sexual intercourse with a woman even though she really didn't want to because you threatened to end the relationship otherwise?

Yes _____
No _____

5. Had sexual intercourse with a woman even though she really didn't want to because she felt pressured by your continual arguments?

Yes _____
No _____

6. Obtained sexual intercourse by saying things you really didn't mean?

Yes _____
No _____

7. Been in a situation where you used some degree of physical force (twisting her arm, holding her down, etc.) to try to make her engage in kissing or petting when she really didn't want to?

Yes _____
No _____

8. Been in a situation where you tried to get sexual intercourse with a woman when she didn't want to by threatening to use some degree of physical force (twisting her arm, holding her down, etc.) if she didn't cooperate, but for various reasons sexual intercourse did not occur?

Yes _____
No _____

9. Been in a situation where you used some degree of physical force (twisting her arm, holding her down, etc.) to try to get a woman to have sexual intercourse with you when she didn't want to, but for various reasons sexual intercourse did not occur?

Yes _____

No _____

10. Had sexual intercourse with a woman when she didn't want to because you threatened to use physical force (twisting her arm, holding her down, etc.)?

Yes _____

No _____

11. Had sexual intercourse with a woman when she didn't want to because you used some degree of physical force (twisting her arm, holding her down, etc.)?

Yes _____

No _____

12. Been in a situation where you obtained sexual acts with a woman such as anal or oral intercourse when she didn't want to by using threats or physical force (twisting her arm, holding her down, etc.)?

Yes _____

No _____

APPENDIX C

Movie Preference Questionnaire

1. Please write the letter of the category which best describes your current movie viewing patterns in an average month (Include all movies seen at home whether on TV or on video and all movies seen in a theater). _____

- A. 0 to 2 a month
- B. 3 to 5 a month
- C. 7 to 9 a month
- D. 10 to 15 a month
- E. 16 to 20 a month
- F. more than 20 a month

2. Please write the letter of the category which best estimates how often in the past 6 months you have seen the following types of movies whether at a theater or on video:

- | | |
|---|-----------------------|
| a. Action _____ | A. 0-5 times |
| b. Drama _____ | B. 6-10 times |
| c. Adult movies (rated X) _____ | C. 11-15 times |
| d. Adult movies (rated R, or NC-17) _____ | D. 16-20 times |
| e. Comedy _____ | E. 20-30 times |
| f. Horror _____ | F. more than 30 times |

APPENDIX D

Movie Reaction Questionnaire

(PART A- Male)

- I. What is your age? _____
- II. To what ethnic or racial group do you belong?
- a. Caucasian
 - b. Native American
 - c. African American
 - d. Asian American
 - e. Other _____
- III. From what state or province do you originate? _____
- IV. What is the approximate size of your hometown?
- a. 1-2,000
 - b. 2,001-10,000
 - c. 10,001-50,000
 - d. 50,001- 100,000
 - e. over 100,000

(PART B- Male)- Completed following IV Clip

1. Please rate (by circling a number from 0 to 10) how AROUSING you found the clip:

0	1	2	3	4	5	6	7	8	9	10
Not at all arousing									extremely arousing	

2. Please rate (by circling a number from 0 to 10) how AVERSIVE (distasteful) you found the clip:

0	1	2	3	4	5	6	7	8	9	10
Not at all aversive									extremely aversive	

3. Please rate (by circling a number between 0 and 10) how SEXUAL you found the clip:

0	1	2	3	4	5	6	7	8	9	10
Not at all sexual									extremely sexual	

4. Knowing a clip like this was going to be in a movie, how likely would you be to go see the movie?

0	1	2	3	4	5	6	7	8	9	10
Not at all likely									extremely likely	

(Part C- Male)- Completed following Choosing and playing the DV Clip

1. A. Which clip did you choose to show to the other participant?

- a. rollercoaster ride
- b. sexual scene
- c. plane crash
- d. sexual assault

B. Why did you choose this clip?

2. A. What do you think was the participant's reaction to the clip you chose?

- a. extremely upset
- b. upset
- c. neutral
- d. happy
- e. extremely happy

B. Why do you believe he/she reacted this way?

3. A. How comfortable do you think the participant was while viewing the clip you chose?

- a. very uncomfortable
- b. uncomfortable
- c. neutral
- d. comfortable
- e. very comfortable

B. Why do you think he/she felt this way?

4. Please rate (by circling a number from 0 to 10) how AROUSING you found each of the four clips:

A. ROLLERCOASTER RIDE

0	1	2	3	4	5	6	7	8	9	10
Not at all arousing									extremely arousing	

B. SEXUAL SCENE

0	1	2	3	4	5	6	7	8	9	10
Not at all arousing									extremely arousing	

C. PLANE CRASH

0	1	2	3	4	5	6	7	8	9	10
Not at all arousing									extremely arousing	

D. SEXUAL ASSAULT

0	1	2	3	4	5	6	7	8	9	10
Not at all arousing									extremely arousing	

5. Please rate (by circling a number from 0 to 10) how AVERSIVE (distasteful) you found each of the four clips:

A. ROLLERCOASTER RIDE

0	1	2	3	4	5	6	7	8	9	10
Not at all aversive									extremely aversive	

B. SEXUAL SCENE

0	1	2	3	4	5	6	7	8	9	10
Not at all aversive									extremely aversive	

C. PLANE CRASH

0	1	2	3	4	5	6	7	8	9	10
Not at all aversive									extremely aversive	

D. SEXUAL ASSAULT

0	1	2	3	4	5	6	7	8	9	10
Not at all aversive									extremely aversive	

6. Please rate (by circling a number between 0 and 10) how SEXUAL you found each of the four clips:

A. ROLLERCOASTER RIDE

0	1	2	3	4	5	6	7	8	9	10
Not at all sexual									extremely sexual	

B. SEXUAL SCENE

0	1	2	3	4	5	6	7	8	9	10
Not at all sexual									extremely sexual	

C. PLANE CRASH

0	1	2	3	4	5	6	7	8	9	10
Not at all sexual									extremely sexual	

D. SEXUAL ASSAULT

0	1	2	3	4	5	6	7	8	9	10
Not at all sexual									extremely sexual	

7. Knowing a clip like this was going to be in a movie, how likely would you be to go see the movie?

A. ROLLERCOASTER RIDE

0	1	2	3	4	5	6	7	8	9	10
Not at all likely									extremely likely	

B. SEXUAL SCENE

0	1	2	3	4	5	6	7	8	9	10
Not at all likely									extremely likely	

C. PLANE CRASH

0	1	2	3	4	5	6	7	8	9	10
Not at all likely									extremely likely	

D. SEXUAL ASSAULT

0	1	2	3	4	5	6	7	8	9	10
Not at all likely									extremely likely	

(PART D- Male)- completed following timing of each DV Clip

1. A. What do you think was the participant's reaction to the clip?

- a. extremely upset
- b. upset
- c. neutral
- d. happy
- e. extremely happy

2. A. How comfortable do you think the participant was while viewing the clip?

- a. very uncomfortable
- b. uncomfortable
- c. neutral
- d. comfortable
- e. very comfortable

3. Please rate (by circling a number from 0 to 10) how AROUSING you found the clip:

0	1	2	3	4	5	6	7	8	9	10
Not at all arousing									extremely arousing	

4. Please rate (by circling a number from 0 to 10) how AVERSIVE (distasteful) you found the clip:

0	1	2	3	4	5	6	7	8	9	10
Not at all aversive									extremely aversive	

5. Please rate (by circling a number between 0 and 10) how SEXUAL you found the clip:

0	1	2	3	4	5	6	7	8	9	10
Not at all sexual									extremely sexual	

6. Knowing a clip like this was going to be in a movie, how likely would you be to go see the movie?

0	1	2	3	4	5	6	7	8	9	10
Not at all likely									extremely likely	

APPENDIX E

Study Completion Questionnaire

The following questionnaire will be sealed in an envelope until the completion of this study. Please answer the following questions.

In your own words, what do you think was the purpose of the study involving the movie clips?

If you decided to participate in the second study, what did you think was the purpose of the audiotape study?

Was there anything that bothered you about this study? _____. If yes, please explain.

Please place this form in the provided envelope and seal it. Thank you.

APPENDIX F

Informed Consent Forms

Screening Consent Form - Part 1

You are invited to participate in this screening in order to become eligible to take part in a study regarding reactions to different types of films conducted by Sheila Rauch in the Department of Psychology. For this screening, you will be asked to complete a questionnaire dealing with your experiences and attitudes about issues that are sexual in nature. The questionnaire is contained in the folder provided for your convenience and confidentiality. This screening will take approximately 15 minutes to complete.

The questions asked are of a highly personal nature. As a result, some people may feel apprehension about answering them in an honest and accurate manner. We want to reassure you, however, that your responses will be kept strictly confidential. In expressing your consent to participate in this screening, you are providing your name and phone number, which we will be using to contact you if you are eligible to further participate in a study. However, your name will never be directly connected to your responses here; the number you have been assigned will be used for identification when considering your responses. The caller will ONLY be provided your name and number but not your responses. As noted by the individual who is conducting this screening, you are being asked to hand in this consent form separately from the questionnaires to further safeguard your confidentiality.

At this point you are free to withdraw from this screening without any form of prejudice or penalty up until data collection is complete. If you choose to participate, and if upon reading the questions you are uncomfortable answering honestly, you may still terminate your participation at any point without penalty. Simply write "INCOMPLETE" across the top of the first page and turn in your folder. Also, be aware that completion of these questionnaires does not obligate you in any way to further participate in a study if chosen. You may decide whether or not to participate at the time you are contacted by phone.

If the provocative nature of these questionnaires causes embarrassment or any discomfort to you, please inform the test administrator and he/she will be able to refer you to the main researchers and/or to counseling services if necessary.

Your honest responses are crucial for our research and sincerely appreciated. Again, if you do not feel comfortable answering honestly, please do not complete this screening. If you do read through the questionnaires and at any time feel uncomfortable, please stop. Write "INCOMPLETE" across page one, and turn in your folder. You will receive one hour of research credit for participation in this screening.

If you now choose to participate, please make sure you read and understand the following statement, and then fill in the information below:

"I certify that I am at least 18 years of age and that I have read and understand all of the above material and willingly participate in this screening."

Signature: _____ Date: _____

PLEASE print the following LEGIBLY!!!:

NAME: _____
First Last

Phone number(s) you can be reached at:

DAY phone: _____

NIGHT phone: _____

What time is the best to reach you? _____

What time is TOO LATE to call? _____

Consent Form- Part 2

To be used when participants are called back in to the lab

The UND Psychology Department supports the practice of protection of human subjects in experimental research. **The following information is provided so that you may decide whether or not you wish to participate.** You were selected because of your responses to the screening questionnaires. This project involves reactions to movie clips in isolation and reactions to movie clips in combination and is being conducted by Sheila Rauch. You will be watching a long clip of approximately 45 minutes taken from a movie which is widely available followed by several short movie clips. The clips may contain sexual and/or violent content which may be offensive to some people. All clips are rated R or not rated. After watching the clips you will be asked to provide your reactions to them (e.g. How arousing was the video clip) and some general information about your movie watching patterns (e.g. How often do you see movies). You will also be selecting one of the clips you viewed to show another participant in this experiment so that we can assess different reactions when clips are seen together and when seen separately. **You are free to refuse to participate, and you are free to withdraw from participation at any time during this experiment for any reason whatsoever up until data collection is completed.** Also, if you do decide not to participate, or to withdraw your participation after you start, such a decision will not in any way prejudice your future relations with UND or the psychology staff. If you do choose to start watching the videos and find you are unable to complete them, you will be given partial credit equivalent to the percentage of the experiment you have participated in.

All data collected in this experiment will remain confidential and will be used for research purposes only. Subject numbers are assigned for each participant so as not to identify any data with a particular individual. This consent form will be stored separately from your responses.

If questions or concerns arise while participating in the video viewing and reaction sessions, you are encouraged to consult the research assistant. If any psychological disturbance should arise in the future stemming from your involvement in this study, feel free to call the primary researcher, Sheila Rauch (777-3212) for information on where to seek assistance.

If you have any questions regarding this study, feel free to contact Sheila Rauch (777-3212) or Dr. Jeffrey Holm (777-3792). Your signature below indicates that you have thoroughly read this consent form and agree to participate.

SIGNATURE: _____ **DATE:** _____

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